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NOTES AND NEWS

The New York State Modern Language Association held its ninth annual meeting in three sessions at Syracuse, November 27 and 28, 1917. The treasurer's report showed that 361 members had subscribed for the JOURNAL in 1916-17. The main topics discussed were (1) Realien, (2) the present modern language situation, and (3) the modern language in the junior high school.

(1) The Committee on the Aim and Scope of Realien, appointed in 1916, Professor Lilian L. Stroebe, of Vassar College Chairman, had prepared a report containing a definite outline and specific suggestions in reference to instruction in the geography, history, government and institutions of France, Germany and Spain. This report was printed in the November issue of the Bulletin of the Association (pages 7-17), and was in the hands of the members before the meeting. The preliminary part of the report follows:

A. Geography. At the beginning of the first year some information may be given in English about the geography of the foreign country; later on the information ought to be more detailed and in the foreign language. Each place mentioned in the reading should be looked up on the map; the classroom must be provided with a large wall map and the pupils themselves may make simple outline maps.

B. History. History cannot be taught systematically in the high school in connection with the modern language work. Pupils acquire in their reading a superficial knowledge of the most important historical persons and events; toward the end of the third year's work in German and perhaps the second year in French and Spanish, these disconnected pieces of information may be combined into some kind of historical knowledge with the help of a chart.

C. Daily Life and Institutions. Information about daily life and institutions is to be gained incidentally by the reading of short stories, dramas, anecdotes and poems; the text books therefore must be carefully selected for that purpose and must represent the different phases of the life of the foreign nation.

Books recommended. Teachers must know more than their pupils and they ought to be acquainted with the most important

facts and ideas contained in the following books, which the school, or preferably the teacher, ought to own. An excellent detailed bibliography for modern language teachers is contained in Bulletin No. 18 of the University of Illinois, School of Education—"Suggestions and References for Modern Language Teachers"—Published by the University of Illinois, Urbana; Price 25 cents.

The outline for the study of the three countries, printed in French, German, and Spanish, respectively, was discussed in detail. Speakers recommended that the outlines of geography, government, and modern history be developed with care, but that not much be attempted with early history. Much is to be learned of the customs of the peoples from texts other than books of travel and description. The warning was also given that one must not become so absorbed in this *content* as to fail to teach thoroughly the *form* of the language—grammar, syntax, etc. With this understanding, the report was adopted.

(2) Discussion of the Modern language situation, as affected by the war, occupied the second session. Professor Frank Coe Barnes of Union College quoted from numerous letters written by college presidents, professors, editors, scientists, and men in business and public life, declaring that it would be unwise to eliminate from the schools instruction in German. Several magazine articles presented the same view. Some of these pointed out that German is being taught in England and France, and that the Germans have not lessened their attempts to master French and English. Dr. Wheelock and Dr. Sullivan, both of the State Education Department, concurred that no change in policy was to be advocated. Mr. Lawrence E. Wilkins, in charge of modern language instruction in New York City, gave an admirable presentation of conditions, past and present, analyzing the causes of the preponderance of French and German, and dwelling particularly on the recent growth in popularity of Spanish. He ably presented the claims of the Spanish language and literature, and contended that the three languages under consideration should receive equal attention; and that Italian and Portuguese be included in the curriculum.

Among the resolutions adopted was the following: *Resolved*, That the New York State Modern Language Association believes that the practical value and educational utility of the German

language and literature exist independently of present conditions. It, therefore, sees no occasion for displacing the study of German from the high school curriculum, provided that the instruction is given in a patriotic manner by citizens who are thoroughly loyal to our country in its present aims.

On Wednesday morning Prof. Bagster-Collins, Teachers College, Columbia University read a paper on Modern Languages in the Junior High School. This was followed by two reports on Junior High School work given by Miss Charlotte Loeb, New York State College for Teachers, Albany, and Miss Antoinette Karp, Junior High School, Rochester.

The election of officers for 1917-18 resulted as follows: President, J. B. E. Jonas, DeWitt Clinton High School, New York; first vice-president, Felix A. Casassa, Hutchinson-Central High School, Buffalo; second vice-president, A. S. Patterson, Syracuse University; secretary and treasurer, Arthur G. Host, Troy High School; member of the board of Directors for three years, Hermann C. Davidsen, Cornell University; member of the committee on syllabus and examinations for four years, Winfred C. Decker, State College for Teachers, Albany; director in the Federation of Modern Language Teachers Associations for two years, Paul E. Titsworth, Alfred University. Other members of the board of directors are William C. Lowe, of Syracuse, Frances Paget of the Morris High School, New York, and the chairman of each of the ten sections of the Association.

Troy High School, N. Y.

ARTHUR G. HOST.